U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal <u>Mrs. Toia Jones</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name <u>Old Post Elementary School</u>
(As it should appear in the official records)

School Mailing Address <u>100 Old Post Road</u>
(If address is P.O. Box, also include street address.)

City <u>Oswego</u>   State <u>IL</u>   Zip Code+4 (9 digits total) <u>60543-7341</u>

County <u>Kendall County</u>   State School Code Number* <u>240473080262006</u>

Telephone <u>630-636-3400</u>   Fax <u>630-636-3491</u>

Web site/URL <u>http://www.sd308.org/oldpost</u>   E-mail <u>tjones01@sd308.org</u>

Twitter Handle   Facebook Page
<u>https://twitter.com/oldpost</u>   <u>https://www.facebook.com/oldpost</u>   Google+

YouTube/URL   Blog   Other Social Media Link

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*<u>Dr. Matthew Wendt</u>
(Specify: Ms., Miss, Mrs., Dr., Mr.,   E-mail: <u>mwendt@sd308.org</u>
Other)

District Name <u>Community Unit School District 308</u>   Tel. <u>630-636-3080</u>
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson <u>Mr. Bill Walsh</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   <u>14</u> Elementary schools (includes K-8)
    (per district designation):   <u>5</u> Middle/Junior high schools
                                         <u>2</u> High schools
                                         <u>0</u> K-12 schools

                                         <u>21</u> TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

    [ ] Urban or large central city
    [ ] Suburban with characteristics typical of an urban area
    [X] Suburban
    [ ] Small city or town in a rural area
    [ ] Rural

3. <u>1</u> Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	26	26	52
K	30	35	65
1	18	34	52
2	21	26	47
3	31	34	65
4	28	25	53
5	38	46	84
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	192	226	418

5. Racial/ethnic composition of the school:

1 % American Indian or Alaska Native
1 % Asian
5 % Black or African American
15 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
73 % White
5 % Two or more races
100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 12%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2013 until the end of the school year	11
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	33
(3) Total of all transferred students [sum of rows (1) and (2)]	44
(4) Total number of students in the school as of October 1	381
(5) Total transferred students in row (3) divided by total students in row (4)	0.115
(6) Amount in row (5) multiplied by 100	12

7. English Language Learners (ELL) in the school: 6 %
   26 Total number ELL
   Number of non-English languages represented: 5
   Specify non-English languages: Polish, Portuguese, Spanish, Turkish, Urdu

8. Students eligible for free/reduced-priced meals: 20 %

   Total number students who qualify: 84

Information for Public Schools Only - Data Provided by the State

The state has reported that 25 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 6 %

    23 Total number of students served

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

4	Autism	0	Orthopedic Impairment
0	Deafness	7	Other Health Impaired
0	Deaf-Blindness	17	Specific Learning Disability
0	Emotional Disturbance	46	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	2	Visual Impairment Including Blindness
2	Multiple Disabilities	22	Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _   No X

    If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: To provide rigorous academics and character education through the combined efforts of all stakeholders; and empower all children to participate in a continuously changing world.

PART III – SUMMARY

Old Post Elementary School opened its doors to students in August 1997. It was the fourth elementary school in Oswego Community School District 308. Old Post is a neighborhood school that has welcomed students from the Kendall County Special Education Cooperative and is a satellite site for the district's Early Learning Program, serving students ages 3 to 5 years old. It proudly houses over 400 students from Pre-kindergarten through fifth grade. Presently 20% of the students qualify for Free and Reduced Lunch, 15% of students are Hispanic or Latino and 5% of students are African American. Six percent of our students receive special education services and 6% of our students receive ELL services. There are five non-English languages represented. In eighteen years, there have been four principals; two of them serving eight years each.

A number of traditions have been created throughout the years that bring parents, teachers, students and community members together. The year begins with "Open Old Post" and continues with holiday parades, the Daddy-Daughter Dance, family picnics, fun fair, Academic Night, Curriculum Night, living museums, Kindergarten egg drop, book fairs, third and fifth grade musicals, a Veterans Day program, a Volunteer Appreciation Tea, and field days.

As a Character Counts! school, the school community reaches out to support the community outside of the Old Post walls. Charitable collections and fundraisers include collections of items for those serving in the military, the local food bank, and local animal shelter, a hat and mitten tree, and the Coats for Kendall coat drive. The school community organizes fundraisers to support our students and staff, as well as members of the District 308 family when in need. Our community partners also include Mutual Ground, Oswegoland Park District, Oswego Public Library, the University of Illinois Extension Kendall County, as well as a number of local businesses including Culver's a local restaurant.

Students are offered a number of opportunities to broaden their interests through boys' and girls' after school sports programs, Young Rembrandts, Gamers Club, Lego Club, and Honor Choir. Students are elected by their peers to represent their classrooms as part of the Student Council Of Old Post (SCOOP). SCOOP provides students with a voice to share their ideas and opinions, plan activities, and truly make a difference at Old Post! The Safety Patrol is comprised of a group of fifth grade students who help keep other students safe before and after school. They are role models for other students and help students remember the importance of safety rules.

We are fortunate to have an active, generous PTA and Fathers' Forum, which are important parts of the Old Post family. They have purchased books, equipment, materials, and technology. Over 100 volunteers, parents, alumni and community members support the school on a daily basis.

The Building Leadership Team (BLT) at Old Post works as a driving force for school improvement goals and district initiatives. The BLT problem solves regularly to find practical solutions to issues important to staff, students and families. The BLT is working diligently this year to implement the Positive Behavior Interventions and Supports model (PBIS) and members of the team are planning and performing school-wide skits to model positive behaviors. The BLT has helped the administration plan agendas for faculty meetings, as well as other important events. This team consists of the "go-to" people who share information with the rest of the staff.

At Old Post, the Professional Learning Communities (PLC's) comprised of grade level specific and "special" teams meet three times a month to collaborate and use student data proactively to find the most successful approaches to enhance student learning. After identifying student trends, teachers plan learning tasks for groups of students who may need intervention or enrichment. This data informs and drives targeted and engaging instruction.

Students at Old Post consistently score above the state average on state tests and meet and exceed district-wide benchmarks. Success at Old Post has been achieved through the collaboration and focused work of teachers, support staff, students, parents, and administrators. The school is moving from a Response to

Intervention (RTI) model to a Multi-Tier System of Support (MTSS) which includes PBIS. Other supports include a daily intervention and enrichment block, as well as a Student Support Club that meets four times a week before school.

All members of the Old Post family are committed to ensuring that Old Post is a place where all students are provided excellent learning opportunities in a caring and nurturing environment that prepares them for their future.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

Old Post School implements high quality curriculum, instructional programs and pedagogical strategies that meet the needs of all students.

The English Language Arts (ELA) curriculum encompasses all aspects of reading, writing, speaking and listening. Students receive instruction in a variety of differentiated instructional settings that include whole and small group instruction, literature circles, author studies, self-selected reading and the Daily 5, an integrated literacy instruction and classroom management system that fosters students' literacy independence. Students develop their knowledge and discover generalizations of spelling as they look closely at words using Words Their Way, a developmental spelling, phonics and vocabulary word study program. There is a targeted focus on the use of common writing vocabulary, as well as the use of writing rubrics aligned to state assessment rubrics. This focus aims to enhance the students writing skills as they utilize the components of 6+1 Traits of Writing. The 6 + 1 Traits of Writing model focuses on idea development, organization, word choice, voice, sentence fluency, conventions, and presentations that support narrative, informational and opinion writing. Technology is embedded throughout the ELA curriculum in order for students to research, document, reflect and synthesize information on various topics. Technology provides students with opportunities to express their knowledge and understandings using various multimedia tools. Three Old Post teachers and the assistant principal are a part of the district-wide ELA Committee that is charged with aligning the current ELA curriculum with the new Common Core State Standards (CCSS).

Mathematics instruction at Old Post supports both mathematical concept development and mathematical practices through direct instruction, differentiated and flexible groupings, partner work, real-world problem solving and small group activities that promote student-centered mathematical discussions. The focus of the curriculum allows students to explore key mathematical concepts and ideas through an in-depth study of all the mathematical content strands and provides engaging, stimulating and challenging learning opportunities for all students. Our students and staff are shifting from the Every Day Math curriculum to a new curriculum that was created last year by the district Math Curriculum Committee. The new curriculum aligned to the CCSS utilizes the "My Math" program as a resource that allows teachers to continue aligning their practices with the CCSS. Two Old Post teachers worked on the district Math Curriculum Committee to develop and implement this new curriculum.

The science curriculum is anchored in an inquiry-based approach to science learning. Students engage in hands-on-science investigations, directly aligned with essential content knowledge, in order for all students to develop a deeper understanding of science concepts. Students utilize the learning strategy referred to as "science journaling" which provides a structured opportunity for students to inquire, collect, record, analyze and reflect upon data incorporating the scientific process. The science program provides all teachers with standards-based instructional units written by McGraw Hill that align with the Illinois Learning Standards. The district has convened a district-wide EC-12 Science Curriculum Committee, which includes an Old Post teacher, to align our present science curriculum with the Next Generation Science Standards and to incorporate STEM opportunities for students at every grade level.

The Old Post social studies curriculum is designed and implemented in a developmental manner beginning with the concept of community, progressing to the concept of country and then moving to the exploration of the relationship between countries, which becomes the teaching of world history. Global connectivity plays a key role in the understanding of what it means to be a global community. This is a new emphasis for all teachers and requires them to gain a new perspective on Social Studies. The Parent Teacher Association (PTA) enhances the social studies curriculum with subscriptions for all students to Time for Kids, a magazine which provides additional opportunities for students to engage with informational text related to real world issues, practice and apply critical reasoning skills and participate in student-directed collaborative discussions. The district will convene a social studies curriculum committee to align the curriculum with the updated Illinois Social Studies Learning Standards. The standards' update will create increased opportunities

for students to engage in more project-based learning opportunities that support local and global connections.

District 308 staff members, including Old Post staff members, are actively engaged in aligning all curricular areas with the New Illinois Learning Standards, which are based on the Common Core standards and the standards from national groups such as the National Social Studies Association. All of these learning standards reflect the need for the development of rigorous and "student owned" learning experiences that support the development of content knowledge and the skills, habits and attitudes critical for students to develop in order to become contributing members of an ever changing global society. This work is not only essential and daunting, but requires a deep understanding of the change process.

Old Post Elementary is also a satellite site for the district early learning center. The Pre-K program at Old Post currently services fifty-two students from ages 3 to 5 years old. Tuition based students, Preschool For All, and Special Education programs learn in our Pre-K program. All students experience Creative Curriculum, a scientifically research based prekindergarten curriculum. Students experience direct instruction and at least one hour of student directed play in learning centers. Teachers assess student's progress and note students' interests to tailor learning activities to meet the needs of all students. All classroom programs consist of two daily 2 ½ hour sessions, Monday through Friday.

2. Other Curriculum Areas:

All students at Old Post School participate in music, art, physical education, and the library media program. These classes are viewed as "core" to the academic, social and emotional development of all students.

All students participate in music for approximately an hour a week, and the music curriculum engages students in activities such as singing, playing instruments, creating, improvising, composing and using movement to develop the knowledge needed to become musically literate. The musical experiences enhance the understanding of history and cultures around the world. Evaluation of performances occurs through student self reflection and assessment by peers and teachers. Honors choir is a voluntary extra-curricular performing ensemble that is open to all interested fourth and fifth graders second semester.

All students participate in art for the equivalent of an hour a week. The art program provides students with the opportunity to gain an appreciation of art, to discover how art reflects past and present cultures and to learn various art techniques and processes. The art curriculum is designed in a developmentally appropriate manner in order for students to become creative and visually literate individuals. Students learn to identify, recognize and engage with various art forms, as well use these art forms as models for their own representations. Students use drawing, painting, collage, mixed media, sculpture and textiles to create their pieces of art. There is a strong emphasis on cross-curricular opportunities that enhance students' abilities to understand the relationships between art and content knowledge. Another important aspect of the art program focuses on art critique and creative expression. Experiences outside of the classroom are provided; including, visiting local art shows and having student artwork displayed throughout the school. Students also contribute to Artsonia, an online art gallery for students. Students access their online art gallery to help promote the arts within the school, as well as to improve their reflection skills and celebrate their work.

All students participate in physical education three times a week, and the physical education curriculum fosters the skills, habits and attitudes needed to develop lifetime wellness; including, nutrition, health, teamwork and sportsmanship. These skills are developed through individual and group movement-centered and knowledge-based activities. All students are challenged and given opportunities for success through personal and team goal setting. Goal setting helps the teacher differentiate instruction and meet the needs of all students. During physical education classes, students participate in three essential skill sets: movement education, body management/fitness and games/sports. The physical education teacher includes a purposeful focus on the six pillars of the Old Post's Character Counts! Program. A District 308 Physical Education Committee aligned the curriculum to the newly enhanced Illinois Physical Education Standards and the new standards will be implemented during the next school year.

All students attend class in the Learning Resource Center (LRC) once a week for forty-five minutes, and they also attend class in the technology lab once a week for an hour. The LRC, once referred to as the library, offers programs and services that develop information literacy skills and promote authentic opportunities for student learning. The love and appreciation for literature is supported daily in the LRC, but new dimensions of learning are added to the LRC yearly as technology and research design processes change. Students learn information literacy skills including; locating information, assessing the validity of the information, synthesizing the information and presenting the information through various forms of multimedia. The use of the internet has made teaching these skills a much more complex process, which needs to be modeled and supported beginning in kindergarten.

Technology is the vehicle that connects instructional objectives, goals and standards in each content area. Technology assists students with analyzing multimedia elements, utilizing multimedia to aid with comprehension, researching or gathering relevant information from digital sources, publishing writings, collaborating with others via technology, as well as demonstrating a sufficient command of keyboarding skills. Students are instructed on how to safely search on the Internet, distinguish between credible and non-credible resources and understand plagiarism. iPads, laptops and computers provide dictionaries, glossaries, thesauruses, etc. in a digital format. Students are taught various ways to create multimedia presentations to demonstrate their learning. Sometimes students educate teachers in this area.

3. **Instructional Methods and Interventions:**

Differentiation occurs daily during core curriculum learning opportunities. Daily formative assessments allow teachers to create flexible guided math and reading groups. Formative assessments include pretests, individual and small group conferring, games, graphic organizers, self-paced digital learning spaces and exit slips. Students receive targeted, rigorous instruction based upon formative assessment results. Students develop confidence and skill proficiency in a supportive and differentiated learning environment. Our Learning Behavior Specialists (LBS) "push-in" to classrooms and collaborate with the general education teachers to allow more flexibility when working with students of varying abilities. The LBS teachers may work with small groups or individuals, and at times may co-teach with the classroom teacher.

A daily intervention and enrichment block is provided to every student. This allows for additional time and support to target students' learning needs. Teachers use common planning time to regularly review formative and summative assessment results in order to design learning tasks that will meet the needs of each student. Collaboratively, classroom teachers use assessment data to determine the skill development levels of students in order differentiate and group and regroup students. Summative assessments either validate the differentiated instructional strategies teachers are using or alert teachers to the need to adjust or change some of their pedagogical practices. Lexia, a web based individualized reading curriculum for students in Pre-K through fifth grade, supports students who receive additional foundational reading skills supported by Tier II and Tier III instruction. Tier II refers to targeted small group instruction and Tier III often refers to instruction in a 1:1 setting for students who are not progressing. Tier I instruction is core instruction.

ALEKS and Khan Academy are technology-based programs that support students in grades three through five who are exceeding grade level standards. The gifted education teacher supports these students. One example of an enrichment project that supported students who needed more challenge occurred through the collaboration of the building engineer, a district energy administrator and classroom teachers. They created a project-based learning opportunity requiring the students to determine whether painting the school roof white would be cost beneficial to the district. The students used blueprints, electric bills and other data to determine their recommendation. Authentic learning opportunities accelerate students' abilities to be college and career ready.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results Narrative Summary:**

Old Post students achieve at high levels on state and nationally normed assessments.
Students in grades 3 through 5 are administered the Illinois Standards Achievement Test (ISAT) annually in reading and mathematics. Fourth grade students also take the ISAT in science. The data tables show the percentage of students meeting or exceeding standards on this assessment. In addition, all students in grades 2 through 5 are administered the nationally normed NWEA Measures of Academic Progress (MAP) test in the fall, winter and spring.

For the past 5 years, on average more than 85% of students met or exceeded standards on the ISAT reading test and more than 92% of students met or exceeded standards in math. Old Post students have performed at higher than the average range on the NWEA MAP for Reading and Math. Both ISAT and MAP scores for our students have fluctuated, however they have remained above the national average. In 2013 ISAT adjusted the grading scale and increased the percent of test items that aligned to CCSS. The drop in performance in 2013 may be attributed to a change in the assessment. In analyzing the data from various subgroups; students in special education, minority groups, and students having low-socioeconomic status; student subgroups have scored below their peers on these assessments. Old Post staff is committed to improving the learning outcomes for all students so that every student can meet the more rigorous CCSS. Staff is using a variety of strategies to improve student achievement. Common grade level planning time supports teachers' ability to analyze student data and plan for instruction. Professional development will focus on a deeper understanding of culturally relevant teaching, what it means to live and learn in poverty and an understanding that a deficit model of instructing subgroups may not be the appropriate way to engage these populations of students in the learning process. A review of service delivery models for students receiving Special Education is in process. Implementation of more "push-in services", with co-teaching, is being provided for students receiving Special Education services. Initiation of an intervention and support club for recommended students offered before school aims to address this achievement gap as well.

2. **Assessment for Instruction and Learning and Sharing Assessment Results:**

A variety of assessments are used to analyze and improve student and school performance. Some of the assessments used are: Illinois Kindergarten Individual Development Survey (KIDS), NWEA Measurement for Academic Performance (MAP) and the Illinois State Achievement Test (ISAT). Formative assessments are given daily and summative assessments are given at the end of units of study. A Multi-Tiered System of Support (MTSS) Model guides staff in the systematic review of data and instructional planning.

After analyzing data, some student groups are provided additional assessments for targeted instruction including, Sundance and Fountas & Pinnell Benchmark Assessments. Sundance and Fountas and Pinnell are both research based reading assessments that focus on developing comprehension, vocabulary and fluency. Through the use of these assessments, teachers are able to target reading instruction to meet the needs of their students. Formative and summative assessments are used in mathematics to track student mastery, analyze data, form guided math groups, and target instruction to students' needs. Teacher designed formative and summative assessments are given regularly in all content areas in order to monitor and adjust for individual and group learning needs.

Communication with parents on their children's achievement takes place on a regular basis by providing local, state, and national assessment results and an explanation of the results. Parents are always welcome to meet with the classroom teachers, the principal or the assistant principal, if they need further clarification on test results or strategies teachers are using in the classroom to improve their child's achievement. Meaningful and targeted feedback is provided to parents through district quarterly report cards and conferences. Tests results are shared with students in developmentally appropriate ways, and students set academic goals with their teachers based on current levels of academic achievement. Students' progress on their goals is monitored and adjusted regularly.

Part VI School Support

1. School Climate/Culture

The Old Post community values a positive school culture. Students thrive in environments that are inclusive, engaging, supportive, rigorous and build positive relationships between all stakeholders. Old Post recognizes good character through the 'Character Counts!' and Positive Behavior Intervention and Supports (PBIS) programs. Staff models the traits of good character. Students and staff celebrate each other's successes! Old Post participates in the National Character Counts Week with a celebration of Caring, Respect, Citizenship, Trustworthiness, Fairness, Responsibility and Unity. The year culminates with a 'Character Counts!' parade featuring student created "character" themed floats. The high school band provides the music for this celebratory event. Students are recognized when they demonstrate the values of Character Counts. Teachers infuse social, emotional learning activities into the curriculum. Students collaborate with their teacher to create behavioral expectations for the classroom. Classroom meetings are utilized to engage students in real life application of social and emotional skills. Students feel safe and supported which allows them to perform to their full potential.

Old Post Student Council (SCOOP) members are elected by their peers. SCOOP members take ownership of many service learning projects; including, Toys for Tots, food and clothing drives and ongoing fundraising efforts that have resulted in thousands of dollars for charity. Students demonstrate pride in showing that good character extends beyond the classroom. Old Post's student council (SCOOP) meets monthly and is comprised of students in grades four and five. SCOOP members plan a number of spirit days throughout the year; participate in community service projects, plan events and provide feedback and recommendations to administration. Old Post student safety patrol assists with safety concerns by encouraging positive behavior from their peers, both before and after school.

Photos of students "Learning in Action" are submitted to the local newspaper. Parents can share 'Shout Outs', news of student accomplishments, which are read during morning announcements. Parents/Guardians purchase pencil gram messages for their students. All proceeds from the pencil grams are used to fund a scholarship awarded to Old Post alumni high school seniors.

Teachers are recognized in various ways. Staff members nominate their colleagues weekly for the 'Goldie Award'. This award acknowledges staff for contributing positively through interactions or efforts. Other rapport building opportunities for staff include social gatherings and celebrations.

2. Engaging Families and Community

The Old Post School community takes pride in its partnerships with families and community members. Working together, all of the stakeholders have created a dynamic and inclusive learning environment that supports continuous improvement, academic rigor, student success and character development.

The PTA is a dynamic and inclusive organization that supports all students. Administrators and staff members attend all PTA meetings and functions. The PTA organizes many family evening events throughout the year that encourages family engagement and Character Counts. Some of our well attended events include the Father's Forum Bags Tournament, Father/Daughter Dance, and the Fun Fair. To kick-off the year PTA sponsors a "Boosterthon Fun Run" and family picnic. This family event emphasizes the importance of wellness, while serving as a fundraiser to bring needed technology to the school.

Numerous school sponsored events are hosted throughout the year to bring families into school. The year begins with "Open Old Post". Families meet their children's teachers and explore the classrooms. Parents and guardians attend a Curriculum Night that provides families the opportunity to learn about the curriculum, the school culture and expectations. Academic Night is designed for families to learn about and participate in math, reading, science and technology activities. Families also learn how to support their children's learning at home. Veterans are honored yearly at a Veteran's Day celebration. This opportunity deepens student understanding of the roles veterans play in society and how they contribute to the growth and security of our nation. These activities foster a rich sense of tradition at Old Post.

Many classrooms have parents, guardians and senior citizens volunteer in the classrooms on a daily basis. As a school of just over 400 students, there are over 100 volunteers that help the school in numerous capacities. Many of these volunteers continue to work at Old Post, even after their children have graduated! High school students and former Old Post students spend afternoons helping our younger students and teachers. The volunteers are honored in the spring with a Volunteer Tea.

A partnership with local community businesses and organizations is valued at Old Post. Local firemen and police officers read to our students during American Education week. Local businesses such as Culver's, Starbucks, Red Robin and the Village Grind, a local coffee shop, connect the school with the community through fundraising efforts and student field trips.

Ongoing communication with families boosts student achievement. Families access our district website, regularly receive newsletters, school emails, phone calls and view announcements on the outside marquee. All of the communication tools help families feel connected to the school community. These strong family and community connections have fostered a supportive and caring environment where students strive to reach their academic and social-emotional learning goals.

3. Professional Development

Old Post Elementary has a multi-faceted approach to professional development; utilizing building and district levels of support.

At the building level, administrators and staff work collaboratively to organize a diverse array of professional development opportunities in order to increase staff knowledge and student success. Old Post is in the initial phase of implementing Professional Learning Communities (PLC's) school-wide, which requires ongoing training and support. PLC's will become the vehicle for professional learning and staff reflection, and staff is receiving training on the most effective implementation methods currently being utilized in Professional Learning Community training. During this initial phase, staff members are developing skills and strategies through viewing videos modeling PLCs at work, team member presentations, and structured conversations to analyze student data that provide suggestions for differentiated instruction. With a united message and vision provided throughout the school, teachers can collaborate to make data-driven decisions to increase student engagement and achievement.

Tapping into the expertise of staff members has been a successful means to provide professional development. Our reading specialist has modeled lessons and provided training on Lexia reading and phonics intervention, "Words Their Way", a word study program, and Fountas and Pinnell reading benchmarking in order to support the implementation. Our library media specialist has provided resources and training on ipads and app instruction. Our special education teacher has worked collaboratively with classroom teachers on a co-teaching model that provides resources to enhance and differentiate instruction for all students. Classroom teachers with expertise in various instructional practices have provided training and support in areas such as differentiated math, reading and writing instruction. This collaborative approach builds teacher capacity and increases student achievement.

At the district level, staff members are provided with a variety of professional development opportunities; such as, training in Google docs, guided reading, gifted education instruction and differentiation. District 308's Teaching and Learning Committee develops webinars, provides after school trainings, as well as online modules related to subject areas to build staff knowledge and skills. The largest impact at the district level this school year has been professional development for the new math program. Teachers have been given access to supplemental materials and newsletters and have been provided opportunities to work with a district math coach. The diverse methods of professional development have built teacher expertise and provided our students with highly engaging and meaningful instruction focused on student achievement.

4. School Leadership

Old Post School has a philosophy of "Shared Leadership" that empowers all stakeholders to become valuable contributors to the success of all students and the school culture and climate.

Our school is organized into four Core Leadership Team(s) (CLT): Rising Star Team (RST); Building Leadership Team (BLT), Professional Learning Communities (PLC) and Problem Solving Team (PST). In addition, a number of building level committee opportunities are available. The Parent Teacher Association (PTA) provides a myriad of different leadership and participatory opportunities for parents. Our student leadership opportunities, the Student Council Of Old Post (SCOOP) and Safety Patrol, provide multiple leadership and participatory opportunities for students. The principal and assistant principal are active members of each CLT and the PTA. They provide guidance, support and feedback to all leadership teams.

The Rising Star Team is the School Improvement Team and meets quarterly. It establishes and monitors the yearly school improvement goals and reviews assessment data gathered from state tests and norm referenced tests. Data and goals are shared regularly with the CLTs and school staff.

The Building Leadership Team meets monthly. It facilitates the collaboration between PLCs, staff and leadership to share successes and problem-solve challenges related to the implementation of school improvement goals and other district initiatives.

The Professional Learning Community (PLC) at each grade level meets three times per month to design lessons, plan targeted interventions used during our intervention/enrichment block and review assessments. The essential goal of The PLC's is to identify and address student learning gaps and areas where students have exceeded standards and to plan interventions accordingly. Old Post is in the initial phase of PLC implementation and the committee provides guidance and support during this process.

The Problem Solving Team (PST) meets weekly and assists PLCs and individual teachers with providing Multi-Tiered Systems of Support (MTSS) to students. PST members attend PLC meetings and provide coaching support to staff members as they navigate the new MTSS process; as well as implement a variety of differentiation strategies and interventions.

Old Post Parent Teacher Association (PTA) meets monthly. The principal and the assistant principal attend PTA meetings and meet monthly with PTA board members. PTA leadership committees plan a number of school events that bring families into the school building enhancing the school and community connections.

"It takes a village to raise a child". All stakeholders at Old Post have created a strong village that strives each day to meet the needs of all students.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: Illinois Student Achievement Test (ISAT)
All Students Tested/Grade: 3	Edition/Publication Year: 2013
Publisher: N/A	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	87	93	98	93	91
Exceeds Standard	35	67	81	61	73
Number of students tested	79	72	62	80	78
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	3	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets Standard and above	56	91	100	89	66
Exceeds Standard	25	55	33	44	66
Number of students tested	15	11	3	9	3
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above	67	50	100	80	67
Exceeds Standard	33	25	50	40	33
Number of students tested	3	4	2	5	3
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	95	97	98	98	93
Exceeds Standard	33	70	80	66	77
Number of students tested	60	60	56	61	69
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES: The Illinois State Achievement Test (ISAT) transitioned to the Partnership for Assessment of Readiness for College and Career Test (PARCC). The PARCC test is fully aligned to the New Common Core State Standards (CCSS). You can see a change in the scores on the 2013 ISAT results. The 2013 ISAT test items had begun to shift to the New CCSS. As a district we are examining and refining our curriculum(s) to meet the demands of the new, more rigorous standards. As a school, we continue to learn and align our teaching to meet the rigor of the 21st Century standards.

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: Illinois Student Achievement Test (ISAT)
All Students Tested/Grade: 4	Edition/Publication Year: 2013
Publisher: N/A	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	84	94	93	91	96
Exceeds Standard	29	50	39	51	54
Number of students tested	73	64	82	75	69
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	0	1	3	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets Standard and above	83	71	91	67	66
Exceeds Standard	42	29	45	33	17
Number of students tested	12	7	11	3	6
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above	60	100	67	100	86
Exceeds Standard	18	33	33	0	43
Number of students tested	5	3	6	2	7
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	87	93	98	91	97
Exceeds Standard	32	52	40	56	55
Number of students tested	60	60	62	66	58
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: Illinois Student Achievement Test (ISAT)
All Students Tested/Grade: 5	Edition/Publication Year: 2013
Publisher: N/A	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	87	99	85	98	90
Exceeds Standard	32	32	28	42	23
Number of students tested	69	85	97	66	80
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	3	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets Standard and above	80	100	55	100	83
Exceeds Standard	10	33	5	50	33
Number of students tested	10	12	22	6	6
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above	67	100	59	86	80
Exceeds Standard	17	29	0	43	0
Number of students tested	6	7	17	7	10
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	88	100	90	100	90
Exceeds Standard	33	35	34	42	23
Number of students tested	57	63	73	55	65
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	**Test:** Illinois Student Achievement Test (ISAT)
All Students Tested/Grade: 3	**Edition/Publication Year:** 2013
Publisher: N/A	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	82	92	95	90	88
Exceeds Standard	38	56	61	35	42
Number of students tested	79	72	62	80	78
Percent of total students tested	97	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	3	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets Standard and above	69	82	100	67	100
Exceeds Standard	19	45	0	22	33
Number of students tested	16	11	3	9	3
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above	62	75	100	100	66
Exceeds Standard	31	0	50	20	0
Number of students tested	13	4	2	5	3
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	85	93	95	92	90
Exceeds Standard	38	60	61	38	45
Number of students tested	58	60	56	61	69
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	**Test:** Illinois Student Achievement Test (ISAT)
All Students Tested/Grade: 4	**Edition/Publication Year:** 2013
Publisher: N/A	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	84	91	83	88	94
Exceeds Standard	33	52	33	55	54
Number of students tested	73	64	80	75	69
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	0	1	3	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets Standard and above	75	43	73	67	83
Exceeds Standard	17	14	36	33	17
Number of students tested	12	7	11	3	6
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above	80	67	67	50	86
Exceeds Standard	20	0	0	50	29
Number of students tested	5	3	6	2	7
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	85	93	87	89	95
Exceeds Standard	35	54	31	62	59
Number of students tested	60	56	62	66	58
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	**Test:** Illinois Student Achievement Test (ISAT)
All Students Tested/Grade: 5	**Edition/Publication Year:** 2013
Publisher: N/A	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	80	94	76	100	90
Exceeds Standard	25	41	42	68	43
Number of students tested	68	85	96	66	80
Percent of total students tested	99	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	3	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets Standard and above	60	83	32	83	100
Exceeds Standard	10	33	0	67	17
Number of students tested	10	12	22	6	6
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above	67	100	35	100	70
Exceeds Standard	0	14	0	57	0
Number of students tested	6	7	17	7	10
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	81	95	86	96	92
Exceeds Standard	26	48	53	71	48
Number of students tested	57	63	72	55	65
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES: The Illinois State Achievement Test (ISAT) transitioned to the Partnership for Assessment of Readiness for College and Career Test (PARCC). The PARCC test is fully aligned to the New Common Core State Standards (CCSS). You can see a change in the scores on the 2013 ISAT results. The 2013 ISAT test items had begun to shift to the New CCSS. As a district we are examining and refining our curriculum(s) to meet the demands of the new, more rigorous standards. As a school, we continue to learn and align our teaching to meet the rigor of the 21st Century standards.